

Lesson Plan Title: Food Makes the World Go Round
Grade: 5
Subject : Language Arts, Social Science
Time needed: 130 minutes (ideally over several classes)
<p>Learning Objectives/Outcomes:</p> <p>Students will</p> <ul style="list-style-type: none">• develop a connection with the food they eat and where it comes from• become more social-justice oriented citizens• ask questions about world/Canadian hunger and develop possible solutions
<p>Curriculum Expectations:</p> <p>Language Arts</p> <p><i>Over All</i></p> <ul style="list-style-type: none">• listen in order to understand and respond appropriately in a variety of situations for a variety of purposes (Oral Communication)• use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes (Oral Communication)• read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning (Reading)• generate, gather, and organize ideas and information to write for an intended purpose and audience (Writing)• draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience (Writing)• demonstrate an understanding of a variety of media texts (Media Literacy) <p><i>Specific Expectations</i></p> <ul style="list-style-type: none">• demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a range of situations, including work in groups (<i>e.g., ask questions to clarify understanding before responding; affirm and build on the ideas of others; summarize and respond constructively to ideas expressed by others; use brief vocal prompts to signal agreement or interest during conversations: Yes; Say that again, please; Tell me more</i>) (Oral communication)• demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including paired sharing, dialogue, and small- and large group discussions (<i>e.g., ask questions to clarify understanding before responding; respond to a group member's comment by making a personal connection to their own experience; show awareness of and sensitivity towards the background and experiences of other group members when expressing their own views</i>) (Oral communication)• communicate orally in a clear, coherent manner, presenting ideas, opinions, and information in a readily understandable form (<i>e.g., present an argument that has a clearly stated purpose, point-by-point development, and relevant supporting details</i>) (Oral communication)• use appropriate words and phrases from the full range of their vocabulary, including inclusive and non-discriminatory language, and stylistic devices suited to the purpose, to communicate their meaning accurately and engage the interest of their audience (Oral communication)• use a variety of appropriate visual aids (<i>e.g., posters, charts, maps, globes, computer-generated organizers</i>) to support or enhance oral presentations (Oral communication)

- demonstrate understanding of a variety of texts by summarizing important ideas and citing supporting details (Reading)
- extend understanding of texts by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them (Reading)
- identify the topic, purpose, and audience for a variety of writing forms (Writing)
- determine whether the ideas and information they have gathered are relevant, appropriate, and adequate for the purpose, and do more research if necessary (Writing)
- establish an appropriate voice in their writing, with a focus on modifying language and tone to suit different circumstances or audiences (Writing)
- establish an appropriate voice in their writing, with a focus on modifying language and tone to suit different circumstances or audiences (Writing)
- use some vivid and/or figurative language and innovative expressions to add interest (Writing)
- identify the purpose and audience for a variety of media texts (Media Literacy)

Social Studies

Overall Expectations

- identify concrete examples of how government plays a role in contemporary society and of how the rights of groups and individuals and the responsibilities of citizenship apply to their own lives

Specific Expectations

- identify responsibilities that accompany particular rights
- identify services provided by the federal, provincial/territorial, and municipal governments (e.g., defence, health, education, social assistance, garbage collection)

Materials required:

- three articles describing Canadian and/or World food security and hunger issues – Time Magazine Kids website is a great resource for this: <http://www.timeforkids.com/TFK/kids>. We used edited/condensed versions of these three articles.
<http://www.timeforkids.com/TFK/kids/news/story/0,28277,1929002,00.html>
<http://www.timeforkids.com/TFK/kids/wr/article/0,28391,1538902,00.html>
http://www.canadianliving.com/life/community/why_canada_needs_a_national_school_food_program.php
- chart paper
- markers
- pencils/pens
- A copy of page 17 of Smith, D.J. (2002). *If the World Were a Village*. Kids Can Press, Toronto.

Description of Activity:

Opening

1. Reading Activity - 15 min

- Tell the students to listen as you read a page from a book. Have the student close their eyes, put their heads down on their desks and visualize images from the reading. Read pg 17.
- Have the students to open their eyes and re-read the page. Have a student “assistant” use manipulatives (snap cubes or puzzle blocks) to represent the numbers you are reading out. When the teacher gets to the end, have students examine the different representations of the 100 people that live in the village, now separated into the amounts of people that have food, those that have little food, and those that have barely any.
- Initiate a discussion about the issue of world hunger and gauge how much the students already

know about the issues of food distribution, food security and hunger.

2. Stepping Out – 20 min

- See attached sheets with game instructions
- Ask students to carefully read their description and address any questions (some vocabulary may be unfamiliar) before beginning the game

Body

3. Article Activity- 75 min

- Students will be put into 6 groups of 3 or 4 students. Two groups will be assigned to each article.
- Students will have time to read and discuss the article with their small group. The teacher will provide guiding questions to help keep the students focused and on topic. Teacher will circulate to guide and observe student discussions for assessment. (15-25 min)
- After students have read and discussed their article in their small group they will get together with the other group that has their article (making the “expert” group). They will briefly discuss their responses to the articles. The students will then brainstorm and develop a plan to present the issue from their article to the class using a poster. Students should have the opportunity to collect secondary information and images to add to their poster, possibly as homework or during computer time.
- Brainstorm aspects that make up a great educational poster with students. Note their responses, and make them visible when students are planning and creating their posters. These can be used as criteria for evaluation of student posters.
- Students will work on drafts of their poster, showing that they are meeting the of editing and revising their writing
- Students will present their poster to the rest of the class.

Closing

4. Class Discussions of the issues raised by the different presentations – 10 min

- Students will engage in a class discussion of the issues raised in the different articles

Assessment:

See attached rubric.

Extended activities:

1. Brainstorm ways to combat hunger in Canada
2. Guest speaker or field trip with Ottawa’s Just Food on topic of community gardens or student farming initiatives. For more information go to:

http://www.spcottawa.on.ca/ofsc/en/projects_students_for_farming.asp

<http://www.spcottawa.on.ca/ofsc/en/community-garden-network/index.asp>

Evaluating Student Presentations				
Food Makes the World go Round Group Presentation				
	1	2	3	4
Organization	Audience cannot understand presentation because there is no sequence of information.	Audience has difficulty following presentation because student jumps around.	Student presents information in logical sequence which audience can follow.	Student presents information in logical, interesting sequence which audience can follow.
Subject Knowledge	Student does not have grasp of information; student cannot answer questions about subject.	Student is uncomfortable with information and is able to answer only rudimentary questions.	Student is at ease with expected answers to all questions, but fails to elaborate.	Student demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration.
Graphics	Student uses superfluous graphics or no graphics	Student occasionally uses graphics that rarely support text and presentation.	Student's graphics relate to text and presentation.	Student's graphics explain and reinforce screen text and presentation.
Mechanics	Student's presentation has four or more spelling errors and/or grammatical errors.	Presentation has three misspellings and/or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has no misspellings or grammatical errors.
Eye Contact	Student reads all of report with no eye contact.	Student occasionally uses eye contact, but still reads most of report.	Student maintains eye contact most of the time but frequently returns to notes.	Student maintains eye contact with audience, seldom returning to notes.
Elocution	Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear.	Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation.	Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.

Stepping Out – as adapted from UNICEF’s Global Classroom

Aims:

- To promote empathy with those who are different
- To raise awareness about the inequalities of opportunity in the society
- To foster an understanding of possible personal consequences of belonging to certain social minorities or cultural groups

Materials:

- One role card per participant
- Questions sheet
- A large space (outside, hallway, large classroom etc)

Method:

- 1) Explain to the participants that they are going to be asked to ‘step into someone else’s shoes’. They will be told who they are going to be and they will need to use their imagination to respond to questions as that person
- 2) Hand out the role cards at random, one to each participant. Tell all participants to keep their roles secret
- 3) Line the participants up and ask them to begin to get into their role. To help them, read out some of the following questions, pausing after each one, to give the participants time to think and build up a picture of themselves and their lives:
 - a. What was your childhood like?
 - b. What does a typical day look like for you?
 - c. What does a typical meal look like for you and/or your family?
 - d. What is your house like? What about your place of work?
- 4) Tell the participants that you are going to read out a list of situations or events. Every time they can answer ‘yes’ to the statement, they should take one step forward. Otherwise, they should stay where they are and not move.
- 5) Read out the situations one at a time. Pause for a while between statements to allow people time to step forward and to look around to take note of their positions relative to each other.
- 6) At the end incite everyone to take note of his or her final position. Then give them a couple of minutes to come out of their role before debriefing.

Debriefing and evaluation:

- Start by asking the participants about what happened and how they felt about the activity.
- How did the participants feel when they stepped forward?
- How did they feel when they were not stepping forward?
- Can participants guess who is who?
- What country do you think that each person would be found?

http://globalclassroom.unicef.ca/pdf/Kids_Inclusive_Curriculum_Resource.pdf

Personalities:

You are a single working parent with 2 small children	You represent a 2 parent family with 3 children. One of the parents has recently been laid off
You are a person who has schizophrenia and is frequently homeless	You are a new immigrant who is finding it difficult to find work due to language barriers

You have multiple sclerosis and use a wheelchair for mobility, limiting your work opportunities	You are a middle class working family with 2 parents with steady incomes
You are a farming family, who has not been able to harvest this year due to unseasonable weather	You run a major computer software company and live in a house in a wealthy neighbourhood
You are a senior citizen with no pension. Your spouse passed away last year and you have no experience managing money	You are a retired senior citizen who cares for your 3 grandchildren
You are recovering from a serious brain injury and are currently unable to work	You represent a single parent family of 3 who recently moved to a new community
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Situations:

- 1) You are able to have breakfast, lunch, and dinner every day.
- 2) You eat lots of fresh fruit and vegetables.
- 3) You/your family are able to eat at a restaurant once a month.
- 4) You/your family am/is able to go to the grocery store whenever needed.
- 5) You feel comfortable inviting friends over for dinner.
- 6) The majority of your food is non-perishable (ex: canned and dry goods, no fresh fruits and veggies)
- 7) You know that all members of your family are able to have breakfast every day

HEALTH NEWS October 23, 2009 What's Eating Michael Pollan?

TFK Kid Reporter Erin Wiens St. John talks to the famous food writer By TFK Kid Reporter Erin Wiens St. John
Retrieved from <http://www.timeforkids.com/TFK/kids/news/story/0,28277,1929002,00.html>

Food Writer Michael Pollan says that the best-tasting, freshest food you can eat is from the garden. TFK Kid Reporter Erin Wiens St. John visited Pollan's garden at his home in Berkeley, California. They talked about his new book for young readers, *The Omnivore's Dilemma*, due out October 15.

Pollan thinks that a person who eats both plants and animals (an omnivore), faces a difficult choice (dilemma) when it comes to choosing the right food. Supermarkets are jam-packed with shelves upon shelves of cheap, packaged foods--anything from frozen dinners to fruit rollups. Fast food chains serve up hamburgers and French Fries in a flash. But how are these foods made and what's in them? Pollan's new book tells the story of where our food comes from and how kids can make more healthful eating choices.

TFK:

What inspired you to write the Young Reader's Edition of *The Omnivore's Dilemma*?

Pollan:

We need to change the way we think about food. We're going to need kids involved in that change, because they're the next generation. Their choices can change the way Americans eat for the better.

TFK:

What do you think needs to change first, the food industry or people's eating habits?

Pollan:

People's eating habits need to change first. We have the food industry that we have been voting for with our food dollars. We like snack foods, so we buy snack foods and the industry, of course, keeps producing snack foods. We will see change when we start buying real foods, real ingredients and cooking those foods ourselves. We can't count on the farmers to change things. We can't count on the food industry to change things. We have to change first.

TFK:

I read that your family doesn't eat meat on Mondays. Why not?

Pollan:

Eating meat takes a huge toll on the environment. It represents about 25 percent of your carbon footprint, the amount of greenhouse gases that you're directly responsible for. [Greenhouse gases are heat-trapping gases that are created when we burn fossil fuels such as coal and oil to produce power for our cities, factories and cars and to heat our homes.] If you stop eating meat entirely, you reduce your carbon footprint by about 25 percent. But many people like meat and don't want to give it up entirely. A reasonable step is to avoid meat one day a week. You can eat pasta and vegetables on that day. If everybody went without meat one day a week, it would be the equivalent of taking 20 million cars off the road.

TFK:

How do you hope readers will respond to *The Omnivore's Dilemma*?

Pollan:

My hope is that they'll respond by asking lots of questions about where their food comes from. I'm convinced that if people know where their food comes from, they will make better choices for the environment, for their health, and for the health of the animals. I hope this book will encourage kids to ask their schools for more local, fresh food. I also hope they'll become interested in cooking and gardening.

TFK:

It takes a lot of time and effort to eat healthful, local foods. How do you manage this in your own life? What is your advice for others?

Pollan:

My advice is to share the work with others. My wife and I cook together. One night I'll cook the main course and she'll cook the side dishes, or vice versa. My son helps us cook when he doesn't have too much homework. That's one of the problems. Many people don't cook because they don't have time. But it only takes a half hour to put a really good meal on the table every night.

TFK:

Do you have additional eating tips for our readers?

Pollan:

If you really like junk food, cook it yourself. For example, if you love French Fries, make French Fries. You won't do it that often, because it's a lot of work. You'll do it about once a month, which is probably as often as you should eat French Fries. One problem that I see today is that foods that people used to eat on special occasions have become easily available and cheap, because there're cooked by big companies.

TFK:

What would you say to people who think they can't cook?

Pollan:

It's easier than it looks. If you've got some olive oil and some garlic, you can cook just about anything. It's not rocket science.

TFK:

What is a favorite meal that you make from your garden?

Pollan:

I love to make a salad with ripe tomatoes and basil. I pour a little olive oil and balsamic vinegar on it. I also love greens, kale and squash. But there is nothing like fresh tomatoes from the garden.

TFK:

Why do you encourage more people to garden?

Pollan:

Gardening is a cheap source of good food. A lot of people can't afford fresh, local food. Farmer's Markets are expensive. Organic food is expensive. But you can grow a surprising amount of really healthy food, with a small amount of money. It costs you some work, but not too much. I probably spend about one hour a week in my garden. And gardening teaches you where food comes from, and a lot of children have lost track of that. They think food comes from the supermarket; it comes from a package. It really comes from plants and animals, and it's good to see that process. I also think that kids will eat vegetables from a garden that they wouldn't ordinarily eat. Ripe, freshly-picked vegetables taste so good and are so much sweeter than vegetables that have traveled or sat in supermarkets for days.

TFK:

What do you think about the Obama family planting a garden with local kids?

Pollan:

I think the way Michelle Obama has been talking about food and connecting the idea of fresh, homegrown food to health is terrific. She's teaching people about food in a really important way. And she's really committed to changing the way we feed our children. She understands that the key to health is a good diet. So many people have imitated what the Obamas have done. Home gardening has really exploded this year, and she gave a lot of energy to that movement.

TFK:

What gardening tips do you have for our readers?

Pollan:

Start small. Don't try to do too much too fast. Plant what you like to eat. It's not really that hard. Don't freak out when you see bugs. It's okay to give 10 percent of your crop to the insects. That's part of the deal. Get a good book on gardening to help you. If you have a neighbor who gardens, ask him or her for tips. When you have too many vegetables for your family to eat, give some away. Bring vegetables to school or share them with a neighbor.

TFK:

Many people love foods such as chocolate or pineapple or bananas that can't be grown locally. How do you recommend solving that problem?

Pollan:

I don't think that everything we eat has to be local. The key is to grow what we can where we live, or nearby, and import the other things. I'm not against eating chocolate or kiwis or any number of things. We've been trading food around the world for hundreds and hundreds of years, and there's nothing wrong with that. I just think it's gotten out of hand. We grow really good garlic in California, but we're bringing in most of our garlic from China now. That doesn't seem to be a good use of fossil fuel.

Walk through countless small villages in Sub-Saharan Africa and you will see the same scene: Women and kids bent over, tending to scrawny plants. Every year, Africa's farms yield fewer and fewer crops. Many Africans are living on the edge of starvation.

Philanthropists Bill and Melinda Gates say it is time for a revolution. On September 12, the Gates Foundation announced it was teaming up with the Rockefeller Foundation to fight hunger in Africa. The two groups will spend \$150 million to boost farming methods on the continent. "Together, we share a vision for creating lasting change that will help millions of people in Africa lift themselves out of extreme poverty," says Melinda Gates.

Seeds of Change

The new program is called the Alliance for a Green Revolution in Africa (AGRA). It is a back-to-basics plan that will start with the seeds farmers plant and end with the markets where they sell crops. AGRA wants to help scientists breed crops that flourish in Africa, then get seeds for those crops into the hands of farmers. In time, better harvests will result in surpluses that farmers can sell. AGRA also hopes to help farmers get and use chemical fertilizers, which will improve soil quality.

A Woman's Place

Sub-Saharan Africa contains 16 of the 18 most undernourished countries in the world. It is the only region on Earth where people have less food each year.

The continent's farmers are mainly women. They cultivate most of the food crops on farms that are smaller than a football field. Most years, a farmer will grow barely enough food to feed her family. Kids are expected to help in the fields, which leaves them little time for school.

For years, the Rockefeller Foundation has funded smaller programs to improve crop varieties in Africa. Many African scientists grew up on farms. Most women scientists older than 40 "come from the land," Margaret Karembu, a scientist in Kenya, told TIME. "We know what it means to have to harvest all day," she says. "When you have more women being exposed to technology, it helps, because they are more likely to work on ways to help their sisters back in the village."

African scientists have developed more than 100 new crop varieties. New rice plants, called NERICA (New Rice for Africa), are adapted to growing conditions in the area. They have a shorter growing cycle and are resistant to weeds. The effects of planting hardier plants can already be felt. Children are spending less time in the field. School attendance is up in the areas where the new rice is grown.

Between 1960 and 1984, a green revolution more than doubled total food production in developing countries in Asia and Latin America. But experts agree that Africa is more complex, because growing conditions vary across the continent. "You're not going to develop a single crop that revolutionizes African agriculture," says Paula Bramel, a researcher in Tanzania. "This is a much more diverse place."

No one expects success to come easily. Even if governments and farmers do everything right, it will take years to see the fruits of their labor. But the Gates and Rockefeller Foundations envision a new Africa, where farmers aren't doomed to a life of hunger. They have started by planting a small seed of hope.

This story was originally titled "Feeding Hungry Minds" in the November 2007 issue.

http://www.canadianliving.com/life/community/why_canada_needs_a_national_school_food_program.php

Why Canada needs a national school food program

Canada is one of the few developed countries in the world without a national food program for students or a set of standards for feeding kids in school. The story of the Breakfast for Learning program shows how a national program could help our nation's kids.

K'alemi Dene School stands in the centre of Ndilo, a tiny community of about 200 aboriginal people on the outskirts of Yellowknife. It's more than merely a symbolic location. The school, which teaches 86 children from kindergarten to Grade 10, is the heart of the community: a place where residents gather and celebrate and where kids are cared for and shown they have a future. It's also a place where a school food program has made a profound difference.

Fruit for fuel

The school has a morning snack and lunch program and offers breakfast to kids who are hungry when they arrive in the morning. "They know they don't have to ever feel embarrassed," says principal Angela James, a Métis raised in Manitoba who has lived in this community for 30 years.

Each day at 10:30 a.m., children eagerly await the arrival of a big plate filled with bannock (an aboriginal bread), fresh fruit and dry caribou meat. "There are some fruits that are their favourites, like watermelon and pineapple. They'll gobble up," says Angela, adding that many families can't afford to buy fruit for their kids to eat at home.

An elder comes to the school in the afternoons to make fresh bannock for the next day and then teaches language lessons. For lunch, every class has bread, peanut butter (no allergy concerns here), jam and Cheez Whiz in their classroom fridge. "We encourage kids to bring a lunch, but sometimes they forget and sometimes they just don't have food (at home), and that is a real concern for them," says Angela. "Other times they prefer to eat what is at school. We don't ask any questions." [...]

Increased attention span

Once the program was up and running, everyone who worked in the school noticed almost an immediate impact on the students, who come from diverse economic backgrounds. They were more content, behaviour problems decreased and attention span in the classroom improved.

Part of the money the school received from BFL to start its lunch program was used to install a commercial kitchen in the building. Goodwill in the town has spread over the years, and contributions from the business community and parents (donations of cash, vegetables and meat, such as whole cows; this is a rural community, after all) now fully sustain the lunch program. Carolyn and other parents who can afford to buy their kids' lunches pay \$3 per day. About 10 per cent of students are subsidized through the donations the school receives.

'Enriching the minds of students'

Many school food programs started out with the goal of enriching the minds of students from poor- or low-income families by filling their grumbling stomachs. This need still exists: more than 41 per cent of food bank users are children, according to a survey by the Canadian Association of Food Banks.

But the demand has expanded well beyond the boundaries of poverty. A report on [child nutrition](#) by BFL says that one-quarter of all Canadian children in Grade 4 do not eat breakfast every day. By the time our kids reach Grade 8, this number rises to almost half of all girls and a third of boys. [...]

Some kids have long bus rides to school and might eat at home but are hungry by the time they arrive; others attend early-morning school activities. Add to this that 80 per cent of families with children aged six to 12 have two working parents, and moms and dads work longer hours than ever before, and you can see why morning routines are harried and kids are left to get their own meals.

'The changing needs of Canadian families'

Martha O'Connor, executive director of BFL, explains how the philosophy of feeding children in school has evolved to meet the changing needs of Canadian families. "Fifteen years ago we started out to address a problem around poverty and hunger, and we thought that when the issue was addressed there would be no more need. But what we have [created] is something that's good and right for all Canadian families and builds caring communities." She adds, "Feeding children is a parental responsibility, but families really need support. We have to broaden the definition of family to include the community." [...]

Worth the price

If a food program in every Canadian school sounds like a pricey pipe dream, advocates urge the naysayers to look at what other countries are doing. In the United States, for example, more than 30 million kids participate in the National School Lunch Program; almost 10 million are also part of the School Breakfast Program. And get this: total government funding for these two U.S. programs was \$8.8 billion US in 2005.

England is beefing up its school nutrition budget, spending an extra \$520 million Cdn just on healthy ingredients and increasing the subsidies for these programs. (Three cheers for dishy chef Jamie Oliver, who championed nutritious school meals on the other side of the pond.) England also plans to ban ads for foods and beverages high in fat, salt and sugar in TV programs geared to kids under age 16. [...]

What's more, Canada is one of the few developed countries in the world without a national food program for students or a set of standards for feeding kids in school. That's something nutrition, education and children's advocates are out to change.

Earlier this year, BFL, [FoodShare](#) and the Centre for Science in the Public Interest, along with Olivia Chow, an NDP member of Parliament, came together to create the Children's Health and Nutrition Initiative (CHNI). The group is determined to transform Canada's patchwork of school food programs, which have no stable source of monetary support, into a nationally funded effort that would see healthy food available in schools to all children under age 18. "This is too important an issue to be left to nonprofit groups," says Field. "Only with Ottawa can we have national standards that will benefit all kids in Canada."

Reading Groups – Food articles

Questions to consider

Who is involved?	
What's the issue?	
Where is this happening?	
Should we care? Why?	
What should we do?	

HOT TIP!

Great posters have titles, pictures and/or drawings, key information from the article
personal connections and interpretations of the information.

Use any format you like to relay the information to your audience including
charts, webs, or mind maps.

HAVE FUN!